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ABSTRACT

This booklet identifies major competencies for African and Afro-American studies courses in grades seven through 12 in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. Between two and five major competencies are outlined for each grade level. Each competency is followed by up to 15 behavioral objectives or learning activities by which mastery can be evaluated. The competencies include knowledge of modern and traditional African history; colonialism and slavery; contributions of Black people to science, music, art, education, and government; significant Black leaders of the 20th century; major cultural influences of African peoples to world history; important Supreme Court decisions which have affected Black people in America; and the impact of racism in American society. (AV)

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The School District of Philadelphia

Office of Curriculum and Instruction

Division of African and Afro-American Studies

ED193112

Key Competencies

AFRICAN AND AFRO-AMERICAN STUDIES
(Junior High)
(J-AAAS)

and

AFRICAN AND AFRO-AMERICAN STUDIES
(Senior High)
(S-AAAS)

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1980

THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
21st Street S. of The Parkway
19103

MICHAEL P. MARCASE
Superintendent of Schools

BERNARD G. KELNER
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File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BGK/ar

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

AFRO-AMERICAN STUDIES CURRICULUM

Afro-American studies develops the student's abilities to gain insights and perceptions which will help to destroy myths and stereotypes, and provide the frame of reference for understanding past and present forces and factors which have shaped the complex problems in our society based on race and color.

The range of the curriculum extends from kindergarten through the twelfth grade.

This booklet will treat the key competencies taught in the secondary program (grades seven through twelve).

The following coding system was used to designate the competencies:

EXAMPLE A:

J - AAAS - 7 - 3
| | | |
| | | | 3rd Competency
| | | | 7th Year (7th Grade)
| | | | African and Afro-American Studies
| | | | Junior High

01 - Student Outcome 1

02 - Student Outcome 2

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EXAMPLE B:

S - AAAS - 2 - 3
| | | |
| | | | 3rd Competency
| | | | 2nd Course in Senior High
| | | | African and Afro-American Studies
| | | | Senior High

01 - Student Outcome 1

02 - Student Outcome 2

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NOTE: The following courses are given in the secondary program.

J	-	AAAS	-	7	-	7th Year
J	-	AAAS	-	8	-	8th Year
S	-	AAAS	-	1	-	9th Year
S	-	AAAS	-	2	-	10th Year
S	-	AAAS	-	3	-	11th Year
S	-	AAAS	-	4	-	12th Year

For further information regarding the African and Afro-American studies curriculum and its implementation please refer to Curriculum Means Service or contact:

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AFRICAN AND AFRO-AMERICAN STUDIES
(J-AAAS-7)

Key Competencies

Grade 7

J-AAAS-7-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE ABOUT THE GEOGRAPHY OF AFRICA, ITS PEOPLE, AND ITS CULTURE:

01. Draw conclusions about the origin of mankind in Africa based on scientific data.
02. Identify the major kingdoms of ancient Africa and locate them on the map.
03. Describe the importance of the extended family in African culture.
04. Describe the structure of Ghanaian family and how its members relate to it.
05. Identify the major waterways in Africa, and their effect upon the life of the people.
06. Locate the important cities of Africa which trade with cities in the United States.
07. List the outstanding characteristics of the great Songhay empire.
08. Use a map of Africa which identifies ancient and medieval African Kingdoms, such as Zimbabwe, the Kongo, Ghana, Mali, Songhay, Kush, and Egypt. Locate the nations of present day Africa which are located in the approximate regions of these earlier kingdoms.
09. Cite evidence to support the following statement:
"Early books and films such as the Tarzan series promoted a biased or distorted view of African peoples."
10. Use a large, up-to-date map of Africa in an atlas and trace an outline of the continent.
 - a. Use carbon paper to trace the outline to a piece of hard cardboard.
 - b. Use a map which shows land information as a guide. Form the highland and lowland of Africa with papier-mache.

Grade 7
J-AAAS-7-1

STUDENTS WILL DEMONSTRATE A KNOWLEDGE ABOUT THE GEOGRAPHY OF AFRICA, ITS PEOPLE, AND ITS CULTURE (continued):

11. Compare and contrast the form of political, economic, and social controls implemented by the British, French, Belgian governments after a careful study of the various forms of colonialism in the 19th century Africa.
12. Identify the factors which forced people of Africa to change their traditional ways of life.
13. Discuss the effect of colonialism upon traditional African culture.
14. Draw parallels and contrasts in the forms of European colonialism.
15. Identify six African leaders who led the fight for independence.

J-AAAS-7-2

STUDENTS WILL DEMONSTRATE AN AWARENESS OF CONTEMPORARY AFRICAN LIFE AND HISTORY:

01. List the major ethnic groups found in the nation of Nigeria. Determine the similarities and differences in their cultural patterns, such as religion, family structure, occupations, and historical tradition.
02. Sequence the following important events in African history by constructing a time line. Discuss the significance of each:
 - a. Organization of African Unity formed.
 - b. Ghana becomes the first independent black nation after World War II.
 - c. Mozambique becomes an independent African nation.
 - d. Congress of Berlin results in the partition of Africa.
 - e. Sharpeville massacre in South Africa.
 - f. Zulu rebellion in South Africa.
03. Match 15 modern African countries with their capital city.

AFRICIAN AND AFRO-AMERICAN STUDIES
(J-AAAS-8)

Key Competencies

Grade 8

J-AAAS-8-1

STUDENTS WILL IDENTIFY AND DISCUSS THE MAJOR CONTRADICTIONS IN THE IDEALS OF FREEDOM AND THE EXISTENCE OF SLAVERY DURING THE COLONIAL PERIOD:

01. Analyze the contradictions which resulted from the existence of slavery during the adoption of the Declaration of Independence.
02. Write a report on the laws and statutes which limited black participation in colonial life.
03. Draw parallels and contrasts in the status of black and white indentured servants in the early 17th century.
04. Discuss the handicaps under which the intellectual achievements of blacks were made.
05. Analyze the nature of prejudice and discuss its effect upon race relations in America.
06. Describe how the Jim Crow system restricted the rights of people.
07. List the common stereotypes as they apply to racial and religious groups.
08. Make a graph showing the population shift of blacks from the South to the North during the period from 1890-1920, and 1940-1960, and discuss the significance of the shifts.
09. Identify the significant leaders of the Civil Rights Movement from 1954-1965, and the strategies which they used to fight against inequality and injustice.

J-AAAS-8-2

STUDENTS WILL TRACE THE ORIGIN OF THE BLACK STRUGGLE FOR FREEDOM AND JUSTICE:

01. Identify four forms of resistance to slavery by black people in the United States.

Grade 8
J-AAAS-8-2

STUDENTS WILL TRACE THE ORIGIN OF THE BLACK STRUGGLE FOR
FREEDOM AND JUSTICE (continued):

02. Plot a slave revolt and indicate the problems involved in doing so.
03. Describe the protest organizations developed by blacks during the twentieth century and evaluate their success or failure.
04. Recreate the events leading to the Nat Turner Rebellion.
05. Identify the basic causes which led to the Civil War.
06. Describe the operation of the Underground Railroad.
07. Write a newspaper account of the attack of the 54th Massachusetts Regiment upon Fort Wagner.
08. List three ways in which Afro-Americans were affected by racism in the judiciary, in education, in politics, in opportunities for jobs, and housing.

J-AAAS-8-3

STUDENTS WILL DEMONSTRATE AN UNDERSTANDING ABOUT THE
SIGNIFICANT BLACK LEADERS AND THEIR CONTRIBUTIONS DURING
THE 20TH CENTURY:

01. Explain Marcus Garvey's Black Aware Movement and its significance to the building of black pride and awareness.
02. Discuss the philosophy of the following civil rights leaders:
 - a. Roy Wilkins
 - b. Martin Luther King
 - c. Malcolm X
 - d. James Forman
03. Identify the significant leaders of the Civil Rights Movement from 1954-1965 and the strategies which they used to fight against inequality and injustice.

Grade 8
J-AAAS-8-4

STUDENTS WILL SHOW AN UNDERSTANDING OF THE SIGNIFICANT CONTRIBUTION OF BLACK PEOPLE IN SCIENCE, MUSIC, ART, EDUCATION, AND GOVERNMENT:

01. Write a report on the major contributions of black people to science and technology.
02. List the key black officials in policy-making positions in federal, state, and local governments.
03. Collect pictures of Afro-American artists.
04. Report on the major contribution of black people in music.
05. Write a report on the origin and development of the black college.

AFRICAN AND ~~AFRO~~-AMERICAN STUDIES
(S-AAAS-1)

Key Competencies

S-AAAS-1-1

PUPILS WILL IDENTIFY AND DISCUSS THE MAJOR CULTURAL INFLUENCES OF AFRICAN PEOPLES TO WORLD HISTORY:

01. Locate where the fossil remains of early man were found in Africa
02. Identify three important African rulers of ancient times and the important achievements of their rule.
03. List five significant contributions of the African people to world culture.
04. Select good pictures from books and magazines which illustrate Dr. Leaky's discoveries at Olduvai Gorge, and make a collection of slides using an ethnographic kit with an instamatic camera.
05. Use the information found in articles and books to prepare a tape to be used with the slide presentation.
06. Use a small (desk) map of Africa to trace the outline of the continent on a sheet of paper.
07. Mark the approximate location and dates of the following early African kingdoms and civilizations, and discuss the major characteristics of each:
 - a. Egypt
 - b. Mali
 - c. Kush
 - d. Kongo
 - e. Zimbabwe
 - f. Ghana
 - g. Songhay
08. Use a small map of Africa and trace the outline of the continent. Use different colored pencils to indicate areas colonized by the different European nations beginning in the 19th century:
 - a. Portuguese
 - b. British
 - c. French
 - d. Belgian
 - e. German
 - f. Spanish
 - g. Italian

S-AAAS-1-1

PUPILS WILL IDENTIFY AND DISCUSS THE MAJOR CULTURAL INFLUENCES OF AFRICAN PEOPLES TO WORLD HISTORY (continued):

09. Identify the following African resistance leaders:
 - a. Menelik
 - b. Nzinga Mbande
 - c. Samary Toure
10. Describe the techniques employed by the above leaders to halt European invasions.

S-AAAS-1-2

STUDENTS WILL TRACE THE ORIGIN OF SLAVERY FROM ANCIENT TIMES TO THE PRESENT:

01. Trace the history of slavery from ancient times to the present.
02. Analyze and interpret the impact of slavery upon African political, social, and economic institutions.
03. Identify the factors which stimulated the use of free labor in the New World.
04. Discuss the brutality and inhumanity of slavery with regards to human rights and aspirations.

S-AAAS-1-3

STUDENTS WILL SHOW AN UNDERSTANDING OF AFRICAN INFLUENCE IN WORLD AFFAIRS:

01. Identify the leaders of the Pan-African Movement of the early 20th century.
02. Discuss the various forms of African art.
03. Identify and discuss the major problems faced by the African nations today.
04. List the nations of Africa who are members of the United Nations and discuss their particular role in world affairs.

STUDENTS WILL DEMONSTRATE EVIDENCE OF A KNOWLEDGE OF
TRADITIONAL AND MODERN AFRICAN HISTORY:

01. Read the novel Things Fall Apart by Chinua Achebe.

Explain how the life of the main character, Okonkwo, and his culture and traditions were destroyed or altered by European colonizers.

02. Read several sources on slavery as it was practiced in the following civilizations:

- a. Roman
- b. Greek
- c. African
- d. American (U.S.)

Compare practices in terms of the status of captives in society, how status was achieved, treatment of captives, and forms of resistance.

03. Rank the previously mentioned civilizations from the least to the most dehumanizing or brutal in its slave practices.
04. Match 10 famous African personalities (past and present) with the country of their origin.

AFRICAN AND AFRO-AMERICAN STUDIES
(S-AAAS-2)

Key Competencies

S-AAAS-2-1 STUDENTS WILL SHOW AN UNDERSTANDING OF TERMS ESSENTIAL TO A KNOWLEDGE OF MODERN AFRICAN HISTORY:

01. Define and explain the following:

- a. colonialism
- b. imperialism
- c. Berlin Conference
- d. racism
- e. Sahel
- f. missionary
- g. diaspora
- h. revolution
- i. nationalism
- j. Zimbabwe
- k. neocolonialism
- l. Third World
- m. Timbuktu
- n. extended family
- o. Organization of African Unity

S-AAAS-2-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE SIGNIFICANCE OF THE CONFERENCE OF BERLIN:

01. Identify the areas on an outline map of Africa that were carved out by European nations following the Conference of Berlin in 1884. Use a different color to identify each of the colonial powers.

S-AAAS-2-3 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF COLONIALISM AND SLAVERY:

01. Make a report on the topic, "Colonialism from an African Perspective", after reading the following novels written by African authors:

- a. Weep Not Child by James Ngugi
- b. Things Fall Apart by Chinua Achebe
- c. Boy by Ferdinand Dyano

S-AAAS-2-3 STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF COLONIALISM AND SLAVERY (continued):

02. Compare and contrast African perspectives of European colonialism with the information and perspectives presented in many textbooks.
03. Trace the history of slavery and draw parallels and contrasts in Egyptian forms of slavery and the trans-Atlantic slave trade.

S-AAAS-2-4 STUDENTS WILL TRACE THE INDEPENDENCE MOVEMENTS IN WEST AFRICA:

01. Identify the goals of the United Nations in seeking to achieve world peace.

S-AAAS-2-5 STUDENTS WILL DEMONSTRATE KNOWLEDGE OF CONTEMPORARY AFRICAN HISTORY:

01. Sequence the following important events in African history by constructing a time line.
 - a. Haile Selassie becomes Emperor of Ethiopia
 - b. Organization of African Unity forms
 - c. Nigerian Civil War
 - d. Ghana gains independence
 - e. Mozambique gains independence
02. Discuss the apartheid system in South Africa and explain why this system is dehumanizing to black Africans.
03. Compare and contrast apartheid with Jim Crow (legal segregation and discrimination of black people in the United States).
04. Identify five important leaders in Africa today.

S-AAAS-2-5

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF CONTEMPORARY
AFRICAN HISTORY (continued):

05. Select a nation in North, East, South, and West Africa and provide information about:
 - a. the size and location of the country
 - b. form of government
 - c. important leaders, past and present
 - d. climate and major land features
 - e. population
 - f. capital and important cities
 - g. languages and major ethnic groups
 - h. people and ways of life
 - i. natural resources and industry
 - j. political policy toward U.S. and/or U.S.S.R.

AFRICAN AND AFRO-AMERICAN STUDIES
(S-AAAS-3)

Key Competencies

S-AAAS-3-1

STUDENTS WILL EXPLAIN ORALLY AND IN WRITING HOW THE PRESENCE OF BLACK PEOPLE IN THE COUNTRY HAS INFLUENCED THE DEVELOPMENT OF THE NATION'S ECONOMIC, SOCIAL, POLITICAL AND SOCIAL INSTITUTIONS:

01. Analyze and interpret the significance of the 1954 Supreme Court decision outlawing segregation in the public schools.
02. Interpret statistical dates relating to the increase in black voter registration since 1965.
03. Trace the origin of the black protest movement of the 1950's and 1960's and determine what benefits, if any, were achieved.
04. Analyze the nature of prejudice and be able to show how it has affected black-white relationships in America.
05. Identify the major reasons for the conflict which has developed between various racial groups in American society.
06. Draw parallels and contrasts in the migration of Europeans to the U. S. between 1890-1920 and the migration of black people from the South during the same period.

S-AAAS-3-2

STUDENTS WILL CITE THE IMPORTANT SUPREME COURT DECISIONS WHICH HAVE AFFECTED THE BLACK PERSON IN AMERICA:

01. Determine which racist practices the following court decisions, amendments, acts, and executive orders attempted to ameliorate:
 - a. 13th Amendment
 - b. 14th Amendment
 - c. 15th Amendment
 - d. Smith vs. Allwright
 - e. Quinn vs. United States
 - f. Executive Order 8802
 - g. Executive Order 9981
 - h. Civil Rights Act of 1964
 - i. Civil Rights Act of 1965

STUDENTS WILL RECOGNIZE AND BE ABLE TO DISCUSS THE ROLE OF INDIVIDUALS AND GROUPS OF BLACK AMERICANS WHO HAVE CHALLENGED THIS NATION TO LIVE UP TO ITS IDEALS:

01. Identify the major black civil rights organizations, the leaders of each, and the chief accomplishments of each.
02. Identify 5 black leaders of the 19th century and indicate how they influenced their times.
03. Identify the major black writers of the Harlem Renaissance and discuss their works.
04. Identify various forms of black protest during the 19th and 20th centuries.
05. Discuss the means through which "white supremacy" was maintained in the South following Reconstruction.
06. Identify the basic causes of the black rebellion of the 1960's.
07. List and discuss significant events in Afro-American history which occurred during the time frames indicated:
 - a. 1619-1650
 - b. 1770-1776
 - c. 1820-1850
 - d. 1850-1870
 - e. 1895-1910
 - f. 1910-1929
 - g. 1929-1939
 - h. 1947-1968
08. Read several poems by the following authors, selecting individual poems which best reflect black thought and aspirations during the poet's productive years:
 - a. Paul Lawrence Dunbar
 - b. George Moses Horton
 - c. Langston Hughes
 - d. Imamu Omiri Baraka
 - e. Frances E. Harper
 - f. Claude McKay
 - g. Gwendolyn Brooks
 - h. Nikki Giovanni
 - i. Countee Cullen

AFRICAN AND AFRO-AMERICAN STUDIES
(S-AAAS-4)
Key Competencies

S-AAAS-4-1

STUDENTS WILL ANALYZE AND DISCUSS THE UNIQUE ECONOMIC PROBLEMS FACED BY BLACK AMERICANS IN OUR SOCIETY:

01. Identify the economic handicaps encountered by large numbers of Afro-Americans in the U.S.
02. Analyze and interpret the unique problems faced by the black businessman.
03. Identify the discriminatory practices which deny equal access to housing for black families.
04. Cite five Supreme Court decisions which negated the civil rights of Afro-Americans.
05. List six overt forms of racism which have affected the lives of black people in America.
06. Examine TV commercials over a two-week period. Identify the sponsors who used black people in commercials. List the ways in which they were characterized.
07. Discuss the study conducted by the University of Pennsylvania in 1975, that found that 65% of black teenagers were unemployed as compared with 25% among the nation's white teenagers. Explain the wide divergence.

S-AAAS-4-2

STUDENTS WILL DEFINE AND DISCUSS THE IMPACT OF RACISM IN AMERICAN SOCIETY:

01. Report on the origins of racism in America. Examine the social, educational, religious, political, and economic institutions in American society and determine to what extent racism continues to exist.

S-AAAS-4-2

STUDENTS WILL DEFINE AND DISCUSS THE IMPACT OF RACISM
IN AMERICAN SOCIETY (continued):

02. Discuss the meaning expressed in this quotation:
"No one can deny that all blacks have benefited from civil rights laws and desegregation in public life in one way or another. The fact is, however, that the masses of blacks have not experienced tangible benefits in a significant way...that is...critically so in the areas of jobs and economic security."
03. Discuss the reason why large numbers of black people migrated to the North during the periods of 1890-1920 and 1939-1950.
04. Discuss the relationship between segregated neighborhoods, segregated schools, and racism.
05. Describe how the racist nature of American society has affected the feelings and perceptions of some black people about themselves.
06. Trace the origin of the black church in America.

S-AAAS-4-3

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE STRUGGLE
OF BLACK AMERICANS FOR FREEDOM, JUSTICE, AND EQUALITY
IN AMERICAN SOCIETY:

01. Trace the historical development of the black protest movement.
02. Identify the major black organizations of the 20th century which were involved in the fight for justice and equality.
03. Read the text of Booker T. Washington's Atlanta Exposition speech in 1895. Discuss the basic social, political, and economic philosophy it adhered to.
04. Determine how the role of the black leader in the South reflected change during the last quarter of the 19th century and the first quarter of the 20th century.

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE STRUGGLE OF BLACK AMERICANS FOR FREEDOM, JUSTICE, AND EQUALITY IN AMERICAN SOCIETY (continued):

05. Compare and contrast the black woman's attempt to secure franchise with that of her white counterpart.
06. Identify the causes of the rebellions in the black community during the 1960's.
07. Locate the cities in the South where major civil rights demonstrations took place between the years 1955-1965. Discuss the nature of the demonstrations, the leadership involved, and the outcome.